DOCUMENT RESUME

ED 448 804 JC 010 074

TITLE	Effectiveness Update: Academic Programs Transfer Effectiveness Measures.
INSTITUTION	Austin Community Coll., TX.
PUB DATE	1999-00-00
NOTE	37p.; For a related document on academic measures criteria, see JC 010 073.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Outcomes Assessment; Community Colleges; Educational Quality; *Institutional Evaluation; Program Effectiveness; Program Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS	*Austin Community College TX

ABSTRACT

This document is a compilation of reports that outline various institutional effectiveness measures and present assessment results and data at Austin Community College (ACC) (Texas). The College Effectiveness Update reports include Academic Programs Transfer Effectiveness Measures, Workforce Education Effectiveness Measures, Developmental Educational Measures, Retention Effectiveness Measures, and Student Services Measures. Each report describes the purpose, intended outcome, criterion, results, and data of one or more effectiveness measure. The purpose of the 'academic programs transfer effectiveness measures' is to prepare students for successful college or university transfer. The intended outcome of the 'workforce education effectiveness measures' is for students in workforce education programs to meet their educational goals. The criterion for 'retention effectiveness measures' is that the percentage of FTIC degree-seeking students enrolled in the fall semester who return the following spring semester will be higher than the state average. Results indicate that the percentage of ACC's fall 1996 FTIC degree-seeking students who returned in spring 1997 (58.6%) is 7.3 percent below the statewide average return rate of 65.9%. The intended outcome of the 'student services effectiveness measures' is for the unduplicated headcount enrollment of ACC to reflect the diversity of the population the College serves. (Contains data tables.) (JA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 448 804

Austin Community College Effectiveness Update: Academic Programs Transfer Effectiveness Measures

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Osburn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC010074

BEST COPY AVAILABLE

Effectiveness Update

Academic Programs Transfer Effectiveness Measures

PURPOSE

To prepare students for successful college or university transfer.

INTENDED OUTCOME

1A. First-time-in-College (FTIC) students who have earned at least 15 semester credit hours (SCH) in baccalaureate transfer courses will transfer to a four-year college or university within four years of their initial enrollment at ACC.

CRITERION

ACC's transfer rate for FTIC students majoring in a transfer program who have earned at least 15 SCH in two semesters will be higher than the statewide transfer rate.

RESULTS

Based on data from the THECB, ACC's transfer rate is higher than the statewide rate for both the 1993 and 1994 FTIC cohort students majoring in academic programs who have earned at least 15 SCH in at least two semesters at ACC. The 1994 cohort rate (34.2%) is 0.2% higher than the state rate; the 1993 cohort rate (34.9%) is 1.0% higher than the state rate.

DATA

Comparison of ACC and Statewide Transfer Rates: Students Majoring in Academic Programs
Fall FTIC 1994 Cohort and Fall 1993 Cohort

	FTIC Fall 1994 Cohort				
	Total FTIC Cohort Students in Academic Majors 15 Semester Credit Hours and Two Semesters	Still Enrolled	Cohort Less Still Enrolled	Transferred	Transfer Rate
ACC	1,902	686	1,216	416	34.2%
Statewide	*37,353*	*11,961*	*25,392*	*6,623*	*34.0%*
Difference					*0.2%*

	FTIC Fall 1993 Cohort				
	Total FTIC Cohort Students in Academic Majors 15 Semester Credit Hours and Two Semesters	Still Enrolled	Cohort Less Still Enrolled	Transferred	Transfer Rate
ACC	1,748	605	1,143	399	34.9%
Statewide	*39,271*	*12,659*	*26,612*	*9,019*	*33.9%*
Difference					*1.0%*

Source: THECB Transfer Rate Study, Nov. 1998 and Sept 1999

Academic Programs Transfer Effectiveness Measures (continued)

INTENDED OUTCOME

1B. Minority FTIC students who have earned at least 15 SCH in baccalaureate transfer courses will transfer to a four-year college or university within four years of their initial enrollment at ACC.

CRITERION

The THECB Community College Transfer Rate Study will indicate ACC's transfer rate for minority FTIC students with a declared major in a transfer program will be higher than the statewide rate.

RESULTS

Based on data from the THECB, for both the FTIC 1993 and FTIC 1994 cohorts, ACC's transfer rate is higher than the statewide rate for Hispanic and "Other" minority students, but lower than the statewide rate for Black minority students.

ACC's transfer rate for FTIC 1994 Black students increased 2.7% over the FTIC 1993 rate, while the transfer rates for FTIC 1994 Hispanic and "Other" minority students decreased by 0.1% and 2.8% respectively.

DATA

Comparison of ACC and Statewide Transfer Rates by Ethnicity:
Students Majoring in Academic Programs, Fall FTIC 1994 Cohort and Fall 1993 Cohort

Cohort Students	Fall 1994 FTIC Cohort			Fall 1993 FTIC Cohort		
	Cohort Less Still Enrolled	Transferred	Transfer Rate	Cohort Less Still Enrolled	Transferred	Transfer Rate
ACC White Students	833	306	36.7%	791	297	37.5%
Statewide White Students	*15,832*	*6,258*	*39.5%*	*16,945*	*6,697*	*39.5%*
Difference			*-2.8%*			*-2.0%*
ACC Black Students	57	9	15.8%	61	8	13.1%
Statewide Black Students	*2,191*	*456*	*20.8%*	*2,267*	*433*	*19.1%*
Difference			*-5.0%*			*-6.0%*
ACC Hispanic Students	222	54	24.3%	193	47	24.4%
Statewide Hispanic Students	*6,090*	*1,408*	*23.1%*	*5,997*	*1,331*	*22.2%*
Difference			*1.2%*			*2.2%*
ACC Other Students	104	47	45.2%	98	47	48.0%
Statewide Other Students	*1,279*	*501*	*39.2%*	*1,403*	*558*	*39.8%*
Difference			*6.0%*			8.2%

Source: THECB Transfer Rate Study, Nov. 1998 and Sept 1999

Academic Programs Transfer Effectiveness Measures (continued)

INTENDED OUTCOME

3A. ACC sudents who transfer will be in good academic standing at the transfer institution.

CRITERION

Based on data provided by principal transfer institutions, seventy percent or more of transfer students will be in good academic standing at the transfer institution.

RESULTS

Based on data from Southwest Texas State University, ACC is meeting this criterion. Of 552 ACC transfers to SWT in the fall of 1997, 423 or 76.6 percent were in good standing* at the end of their first semester, and 430 or 77.9 percent were in good standing at the end of the last semester of the first academic year.

*Good standing is defined as GPA of 2.0 or better.

DATA

Performance of Fall 1997 ACC Transfer Students to Southwest Texas State University

	First Semester at SWTSU	Last Semester of First Academic Year at SWTSU
ACC Transfer Students Enrolled at SWTSU on Census Date (12th Class Day)	552	552
ACC Students "in Good Standing"	423	430
Percent of ACC Students "in Good Standing"	76.6%	77.9%

Source: Data provided by SWTSU

INTENDED OUTCOME

3B. ACC students who transfer will earn GPAs comparable to other transfer students at the transfer institution.

CRITERION

Based on data provided by the transfer institution, the average GPA of ACC transfer students and other transfer students at principal transfer institutions will not be significantly different.

RESULTS

ACC is meeting this criterion. Cumulative GPAs for ACC students who transfer is not significantly different from the cumulative GPAs of all transfers to those same institutions.

DATA

ACC Transfer Students and All Transfer Students
Academic Year 1998-99 Cumulative GPA Comparison

	ACC Transfer Students		All Transfer Students	
	Number	GPA	Number	GPA
SWTSU	552	2.5	1621	2.5
Texas Tech University	47	2.3	not available	not available
University of North Texas	182	2.7	12,370	2.8
University of Texas at Tyler	10	2.7	1,783	2.9

Data provided by Transfer institutions

Austin Community College Effectiveness Update: Workforce Education Effectiveness Measures Fall 2000

Effectiveness Update

Workforce Education Effectiveness Measures, Fall 2000

PURPOSE

To prepare students for employment in industry and business.

INTENDED OUTCOME

1A. Students in workforce education programs will meet their educational goals.
Students seeking an Associate's Degree will earn the Associate's Degree.

CRITERION

Analysis of student data will indicate that of workforce students who indicate their educational objective at entry is to "Complete an Associate's Degree," 10 percent will complete a degree within six (6) years. Of those who do not complete a degree, 50 percent will achieve a certificate or Marketable Skills Achievement Award (Until this award has been defined, "earned at least 6 semester credit hours with a cumulative GPA of at least 2.0" will be used as a proxy).

RESULTS

Of the 115 Fall 1998 First Time at ACC cohort students majoring in a workforce discipline who indicated their educational objective was to complete an Associate's Degree, none had earned the Associate's Degree as of June, 2000. Five (4.3 percent) had earned a certificate, and 29 (25.2 percent) had completed at least six credit hours and earned a cumulative GPA of at least 2.0.

Of the 307 Fall 1999 First Time at ACC cohort students majoring in a workforce discipline who indicated their educational objective was to complete an Associate's Degree, none had earned the Associate's Degree as of June, 2000 (year one of six). None had earned a certificate, and 179 (58.3 percent) had completed at least six credit hours and earned a cumulative GPA of at least 2.0 as of June, 2000.

DATA

First Time at ACC Workforce Students with Intent to Earn an Associate's Degree

Fall 1998 Cohort (year two of six)	**Number**	**Percent**
Indicated intent to earn an Associate's Degree	115	100.0%
Earned Associate's Degree as of June, 2000	**0**	**0%**
Earned Certificate as of June, 2000	5	4.3%
Earned at Least 6 hours and a GPA of at least 2.0 as of June, 2000	29	25.2%
Fall 1999 Cohort (year one of six)	**Number**	**Percent**
Indicated intent to earn an Associate's Degree	307	100.0%
Earned Associate's Degree as of June, 2000	**0**	**0%**
Earned Certificate as of June, 2000	0	0%
Earned at Least 6 hours and a GPA of at least 2.0 as of June, 2000	179	58.3%

Source: Data as of 9/6/2000 provided by Greg Black, OIE

INTENDED OUTCOME

1B. Students in workforce education programs will meet their educational goals. Students who are seeking a Certificate will earn a Certificate.

CRITERION

Analysis of student data will indicate that of workforce students who indicate their educational objective at entry is to "Complete a Certificate," 10 percent will complete the Certificate within six (6) years. Of those who do not complete the Certificate, 50 percent will achieve a degree or Marketable Skills Achievement Award (Until this award has been defined, "earned at least 6 semester credit hours with a cumulative GPA of at least 2.0" will be used as a proxy).

RESULTS

Of the 329 Fall 1998 First Time at ACC cohort students majoring in a workforce discipline who indicated their educational objective was to complete a Certificate, one (0.3 percent) had earned the Certificate as of June, 2000. No cohort students had earned an Associate's Degree, and 127 or 36.6 percent had completed at least six hours and earned a cumulative GPA of at least 2.0.

Of the 123 Fall 1999 First Time at ACC cohort students majoring in a workforce discipline who indicated their educational objective was to complete a Certificate, none had earned the Certificate as of June, 2000. No cohort students had earned an Associate's Degree, and 70 or 56.9 percent had completed at least six hours and earned a cumulative GPA of at least 2.0.

DATA

First Time at ACC Workforce Students with Intent to Earn a Certificate

Fall 1998 Cohort (year two of six)	**Number**	**Percent**
Indicated intent to earn a Certificate	329	100.0%
Earned Associate's Degree as of June, 2000	0	0%
Earned Certificate as of June, 2000	**1**	**0.3%**
Earned at Least 6 hours and a GPA of at least 2.0 as of June, 2000	127	36.6%
Fall 1999 Cohort (year one of six)	**Number**	**Percent**
Indicated intent to earn a Certificate	123	100.0%
Earned Associate's Degree as of June, 2000	0	0%
Earned Certificate as of June, 2000	**0**	**0%**
Earned at Least 6 hours and a GPA of at least 2.0 as of June, 2000	70	56.9%

Source: Data as of 9/6/2000 provided by Greg Black, OIE

INTENDED OUTCOME

2. Graduates from workforce programs will find employment in jobs related to their field of study.

CRITERION

Based on data provided by ACC's annual survey of graduates and the THECB, within one year of graduation, 85 percent of degree or certificate recipients will be employed in a job that is directly or closely related to their field of study, or will be continuing their education.

RESULTS

Data for 1998-99 not yet available from the THECB .

Of the 454 respondents* to ACC's 1997-98 Annual Graduate Follow-up Survey (a 43.9 percent response rate) , 357 (34.6 percent of all graduates) reported their employment was related to their training.

*includes both Academic and Workforce graduates

DATA

Employment and Continuing Education of Workforce Program Graduates

Workforce Programs Graduates	1996-97		1997-98		1998-99	
	N	%	N	%	N	%
Students employed and/or continuing education	427	91.8%	381	92.5%	Data not yet available from the THECB	
Students not located	38	8.2%	31	7.5%		
Number of graduates	465	100.0%	412	100.0%		

Source: THECB Automated Student and Adult Learner Follow-Up System Reports, 1996-97 and 1997-98 and ACC's 1996-97 Graduate Follow-Up Survey

Austin Community College Effectiveness Update: Developmental Education Measures

Effectiveness Update

Developmental Education Effectiveness Measures

PURPOSE

To provide campus-wide programs and services that assist academically under-prepared students meet their educational goals.

INTENDED OUTCOME

1.A1 First Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester who are required to take developmental courses will return the following spring semester (Fall-to-Spring Retention).

CRITERION

Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in developmental education courses in the fall semester who return the following spring semester will not be significantly different from the percentage of students who were not enrolled in developmental education courses who returned in the Spring.

RESULTS

Based on the THECB 1999 Annual Data Profile, the percentage of ACC's FTIC degree-seeking students who enrolled in developmental education courses in Fall 1997 who returned in Spring 1998 (59.3%) is 6.9% percent below the percent of FTIC degree-seeking students not enrolled in developmental courses who returned in Spring 1998 (66.2%).

DATA

Fall to Spring Retention Comparison:
Students Enrolled in Developmental Courses and Students NOT Enrolled in Developmental Courses
First Time in College (FTIC) Fall 1997 Cohort

ACC FTIC Fall 1997 Cohort	FTIC Fall 1997 Cohort		
	Fall 1997	Spring 1998	% Returned
Total FTIC Students Enrolled in Developmental Courses	1,635	970	59.3%
Total FTIC Students NOT Enrolled in Developmental Courses	*2,513*	*1,665*	*66.2%*
Difference			*-6.9%*
Academic Majors Enrolled in Developmental Courses	1,186	700	59.0%
Academic Majors NOT Enrolled in Developmental Courses	*1,863*	*1,236*	*66.3%*
Difference			*-7.3%*
Technical* Majors Enrolled in Developmental Courses	449	270	60.1%
Technical Majors NOT Enrolled in Developmental Courses*	*650*	*429*	*66.0%*
Difference			*-5.9%*

Source: THECB 1999 Annual Data Profile
*Including Tech-Prep Majors

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

1.A2 First Time in College (FTIC) degree seeking students enrolled in Developmental Education Courses at ACC in the fall semester will return the following spring semester (Fall-to-Spring Retention Rate).

CRITERION

Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in developmental education courses in the fall semester who return the following spring semester will not be significantly different from the state average for students enrolled in developmental education courses.

RESULTS

Based on data from the 1999 THECB Annual Data Profile, a smaller percentage of FTIC students enrolled in developmental education courses at ACC in Fall 1997 returned in Spring 1998 (59.3%) than the percentage of FTIC students enrolled in developmental education courses statewide (69.0%).

DATA

Fall to Spring Retention Comparison:
ACC and Statewide Students Enrolled in Developmental Education Courses
First Time in College (FTIC) Fall 1997 Cohort

	FTIC Fall 1997 Cohort		
Students	Fall 1997	Spring 1998	% Returned
ACC Total FTIC Students Enrolled in Developmental Courses	1,635	970	59.3%
Statewide Total FTIC Students Enrolled in Developmental courses	*32,715*	*22,563*	*69.0%*
Difference			*-9.7%*
ACC Academic Majors Enrolled in Developmental Courses	1,186	700	59.0%
Statewide Academic Majors Enrolled in Developmental Courses	*20,378*	*14,023*	*68.8%*
Difference			*-9.8%*
ACC Technical* Majors Enrolled in Developmental Courses	449	270	60.1%
Statewide Technical Majors Enrolled in Developmental Courses*	*12,337*	*8,540*	*69.2%*
Difference			*-9.1%*

Source: THECB 1999 Annual Data Profiles, Institutional and Statewide Summaries
*Including Tech-Prep majors.

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

1.B There will be no significant differences by demographic group between Fall-to-Spring retention rates for FTIC degree or certificate seeking students enrolled in developmental education courses and those NOT enrolled in developmental education courses.

CRITERION

Based on data from the THECB Annual Data Profile, for each demographic group, the Fall-to-Spring return rate for FTIC students enrolled in developmental education courses will be within ±5% of the Fall-to-Spring return rate for students NOT enrolled in developmental education courses

RESULTS

Compared to students NOT enrolled in developmental education courses, the Fall-to-Spring return rate for FTIC degree or certificate seeking students enrolled in developmental education in Fall 1997 was outside the criterion range for all demographic groups. The rate was below the criterion range for White, Black, and Hispanic student demographic groups, while it was above the criterion range for students comprising the demographic group,"Other." Overall, the return rate for the total cohort of students enrolled in developmental education courses was below the criterion.

DATA

Fall to Spring Retention Comparison by Ethnicity:
Students Enrolled in Developmental Courses and Students NOT Enrolled in Developmental Courses
First Time in College (FTIC) Fall 1997 Cohort

ACC FTIC Fall 1997 Students	FTIC Fall 1997 Cohort		
	Fall 1997	Spring 1998	% Returned
White Students enrolled in Developmental Education Courses	927	547	59.0%
White Students NOT enrolled in Developmental Education Courses	*1,758*	*1,164*	*66.2%*
Criterion	*below range (62.9% - 69.5%)*		
Black Students enrolled in Developmental Education Courses	130	74	56.9%
Black Students NOT enrolled in Developmental Education Courses	*115*	*78*	*67.8%*
Criterion	*below range (64.4% - 71.2%)*		
Hispanic Students enrolled in Developmental Education Courses	443	258	58.2%
Hispanic Students NOT enrolled in Developmental Education Courses	*485*	*325*	*67.0%*
Criterion	*below range (63.6% - 70.4%)*		
Other Students enrolled in Developmental Education Courses	135	91	67.4%
Other Students NOT enrolled in Developmental Education Courses	*155*	*98*	*62.0%*
Criterion	above range (58.9% - 65.1%)		
Total Students enrolled in Developmental Education Courses	1,635	970	59.3%
Total Students NOT enrolled in Developmental Education Courses	*2,513*	*1,665*	*66.3%*
Criterion	*below range (63.0% - 69.6%)*		

Source: THECB 1999 Annual Data Profile

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

2.A Students who are required to be enrolled in Developmental Education Courses at ACC will complete state-mandated requirements.

CRITERION

Based on data provided by the THECB annually, the percentage of ACC students enrolled in developmental education courses who complete state-mandated requirements will be at or above the completion rates for those students statewide.

RESULTS

Based on data from the THECB *Data Resources for the 1999 LBB Measures*, 2.9% fewer ACC students enrolled in developmental courses in 1998 completed TASP requirements (10.8%) than did students statewide (13.7%).

DATA

Completion of State Mandated Requirements Comparison:
ACC and Statewide Students Enrolled in Developmental Education Courses

	Taking Remediation	Passing all TASP Requirements	Percent
ACC Total Students Enrolled in Developmental Courses in 1998	3,393	366	10.8%
Statewide Total Students Enrolled in Developmental courses in 1998	*116,600*	*15,961*	*13.7%*
Difference			*-2.9%*

Source: The THECB *Data Resources for the 1999 LBB Measures*

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

2.B Students who are required to enroll in developmental courses will complete their developmental requirements.

CRITERION

Baseline data will be collected to determine the rates of completion for the following groups of students required to enroll in developmental courses: those required to take developmental courses in one area, those required to take developmental courses in two areas, and those required to take developmental courses in three areas.

Methodology: Using data from the student database, compare original proficiency levels to last proficiency levels (below "5" indicates requires developmental courses; "5" or higher indicates completed developmental requirements) for each area by "group" (developmental courses required in one, two or three areas).

In the table below

- Only those students with original proficiency levels of less than "5" in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; "completion" may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

DATA

Developmental Requirement Completion Rates by Group
First Time in College (FTIC) Fall 1997 Cohort

Completion Rates for Students Required to Take Developmental Courses in One Area			
Area	# Students Required	# Students Completing	Percent
Reading	*25*	*15*	*60.0%*
Writing	*159*	*69*	*43.4%*
Math	662	136	20.5%
Completion Rates for Students Required to Take Developmental Courses in Two Areas			
Reading	*61*	*28*	*45.0%*
Writing	437	107	24.5%
Math	*428*	*58*	*13.6%*
Completion Rates for Students Required to Take Developmental Courses in Three Areas			
Reading	*174*	*54*	*31.0%*
Writing	*173*	*15*	*8.7%*
Math	*174*	*11*	*6.3%*
Overall Completion Rates for All Students Required to Take Developmental Courses			
Reading	*260*	*97*	*37.3%*
Writing	*769*	*191*	*24.8%*
Math	*1264*	*205*	*16.2%*

Source: ACC Student Database

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

2.C. Completion rates for developmental requirements will not be significantly different among demographic groups.

CRITERION

Based on data from the student database, the differences in developmental requirements completion rates among demographic groups will be within ±5%.

Methodology: Using data from the student database, compare original proficiency levels to last proficiency levels ((below "5" indicates requires developmental courses; "5" or higher indicates completed developmental requirements) for each area by "group" (developmental courses required in one, two or three areas) and by ethnicity.

In the table below

- Only those students with original proficiency levels of less than "5" in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; "completion" may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

DATA

Developmental Requirements Completion Rates by Ethnicity
First Time in College (FTIC) Fall 1997 Cohort

Completion Rates for Students Required to Take Developmental Courses in One Area									
Ethnicity	Reading			Writing			Math		
	Required	Completed	%	Required	Completed	%	Required	Completed	%
White	15	9	60.0%	105	37	35.2%	455	92	20.2%
Black	2	2	100.0%	12	8	66.6%	46	10	21.7%
Hispanic	6	4	66.60%	26	14	53.8%	34	95	35.8%
Other	2	0	0	16	8	50.0%	11	0	0
Completion Rates for Students Required to Take Developmental Courses in Two Areas									
White	24	13	54.2%	257	60	23.3%	260	35	13.5%
Black	10	5	50.0%	38	10	26.3%	40	1	2.5%
Hispanic	18	6	33.3%	121	31	25.6%	116	19	16.4%
Other	9	4	44.4%	21	6	28.6%	12	3	25.0%
Completion Rates for Students Required to Take Developmental Courses in Three Areas									
White	80	23	28.8%	79	5	6.3%	80	7	8.8%
Black	27	10	37.0%	27	3	11.1%	27	1	3.7%
Hispanic	63	20	31.7%	63	7	11.1%	63	1	3.2%
Other	4	1	25.0%	4	0	0	4	1	25.0%
Overall Completion Rates for All Students Required to Take Developmental Courses									
White	119	45	37.8%	441	102	23.1%	795	134	16.9%
Black	39	17	43.6%	77	21	27.2%	113	12	10.6%
Hispanic	87	30	34.5%	210	52	24.8%	334	55	16.5%
Other	15	5	40.0%	41	14	34.1%	22	4	18.1%

Source: ACC Student Database

BEST COPY AVAILABLE

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

3. Students who are required to be placed in developmental courses will complete their developmental courses at rates similar to completion rates for students taking credit courses.

CRITERION

Based on data from the student database, course completion rates (the percentage of students earning a grade of "C" or better) for developmental courses will be within ±5% of course completion rates (the percentage of students earning a grade of "C" or better) for credit courses*.

RESULTS

The course completions rate for FTIC Fall 1997 students taking developmental courses (61.3%) is below the criterion compared to course completion rates for FTIC Fall 1997 students taking credit courses.*

DATA

Course Completion Rates Comparison:
Developmental Courses and Credit Courses*
FTIC Fall 1997 Cohorts

	Total # Course Grades	Total # A's, B's, and C's	Completion Rate
Developmental Courses	4391	2690	61.3%
*Credit Courses**	*9638*	*6819*	*70.8%*
Criterion	*Below criterion range (67.3% - 74.3%)*		

Source: ACC Student Database

*English Composition I, American Literature I, American Literature II, British Literature I, British Literature II, World Literature I, World Literature II, U.S. Government, Texas State and Local Government, U. S.

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

4.A1 Students who successfully complete Developmental Writing will be successful in the next credit-level English course.

CRITERION

Based on data from the student database, at least 75% of students who complete Writing Skills II with a grade of "C" or better and then take English Composition I within two years will complete English Composition I with a grade of "C" or better.

RESULTS

Of the 203 FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and afterward took English Composition I within two years, 164 (80.8%) completed English Composition I (earned a grade of A, B, C, D, or F). Of those students, 150 (91.5%) earned a grade of "C" or better in English Composition I.

Of the 68 FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and afterward took English Composition II within two years, 55 (80.9%) completed English Composition II (earned a grade of A, B, C, D, or F). Of those students, 52 (94.5%) earned a grade of "C" or better in English Composition II.

DATA

Writing Skills II to Credit Course
Migration Success Rate
FTIC Fall 1997 Cohort

FTIC Fall 1997 Cohort	Total
Students Completing Writing Skills II with a "C" or Better and Taking English Composition I Thereafter	203
Students Completing English Composition I	164
Students Completing English Composition I with a "C" or Better	150
Migration Success Rate	*91.5%*
Students Completing Writing Skills II with a "C" or Better and Taking English Composition II Thereafter	68
Students Completing English Composition II	55
Students Completing English Composition II with a "C" or Better	52
Migration Success Rate	*94.5%*

Source: ACC Student Database

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

4.A2 Students who successfully complete Developmental Writing will be successful in the next credit-level English course.

CRITERION

Based on data from the student database, students who complete Writing Skills II with a grade of "C" or better and then take English Composition I or English Composition II within two years will have average course grades within ±0.3 grade points of the average course grades for all students taking these courses who were not required to take developmental writing.

RESULTS

English Composition I average course grades of FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and then took English Composition I within two years (2.5) is within ±0.3 grade points of the average course grades for all students taking English Composition I (2.7).

English Composition II average course grades of FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and then took English Composition II within two years (2.6) is within ±0.3 grade points of the average course grades for all students taking English Composition II (2.7).

DATA

English Composition Average Course Grade Comparison:
Students Completing Writing Skills II and Students Not Taking Writing Skills II
FTIC Fall 1997 Cohort

English Composition I Course Grades						
	Writing Skills II "C or better"			No Writing Skills II		
Grade	# Students	grade points	avg. GPA	# Students	grade points	avg. GPA
A	26	104		91	364	
B	51	153		128	384	
C	73	146		129	258	
D	4	4		4	4	
F	10	0		20	0	
Total	164	407	2.5	372	1010	2.7
Criterion	Within Range (2.4 - 3.0)					

English Composition II Course Grades						
	Writing Skills II "C or better"			No Writing Skills II		
Grade	# Students	grade points	avg. GPA	# Students	grade points	avg. GPA
A	12	48		40	160	
B	17	51		69	207	
C	23	46		73	146	
D	0	0		1	1	
F	3	0		7	0	
Total	55	145	2.6	190	514	2.7
Criterion	Within criterion range (2.4 - 3.0)					

Source: ACC Student Database

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

4.B1 Students who successfully complete Developmental Reading will be successful in the next credit-level course.

CRITERION

Based on data from the student database, at least 75% of students who complete Reading Skills II with a grade of "C" or better and then take a course designated to meet TASP guidelines within two years will complete the credit-level course with a grade of "C" or better.

RESULTS

Of the 196 FTIC Fall 1997 students who completed Reading Skills II with a grade of "C" or better and afterward took a credit-level course designated to meet TASP guidelines within two years, 153 (78.0%) completed the credit-level course (earned a grade of A, B, C, D, or F). Of those students, 127 (83.0%) earned a grade of "C" or better in the credit-level course.

DATA

Reading Skills II to Credit Course
Migration Success Rate
FTIC Fall 1997 Cohort

Credit-Level Course	Students Completing Reading Skills II with a "C" or Better and Taking Credit Course Thereafter	Students Completing Credit-Level Course	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
British Literature I	0			
British Literature II	0			
American Literature I	2	1	1	100.0%
American Literature II	0			
World Literature I	0			
World Literature II	0			
U. S. Government	45	38	28	73.7%
Texas State and Local Government	47	39	33	84.6%
U. S. History I	68	49	42	85.7%
U. S. History II	34	26	23	88.5%
Total	196	153	127	83.0%%

Source: ACC Student Database

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

4B.2 Students who successfully complete Developmental Reading will be successful in the next credit-level course.

CRITERION

Based on data from the student database, average course grades of students who complete Reading Skills II with a grade of "C" or better and then take a course designated to meet TASP guidelines within two years will be within ±0.3 grade points of the average course grades for all students taking courses designated to meet TASP guidelines.

RESULTS

The average course grade for FTIC Fall 1997 students who completed Reading Skills II with a grade of "C" or better then took courses designated to meet TASP guidelines (2.2) is below the criterion range of the average course grades for all other FTIC Fall 1997 students taking these courses (3.0).

DATA

TASP Guidelines Courses* Average Course Grade Comparison:
Students Completing Reading Skills II and Students Not Taking Reading Skills II
FTIC Fall 1997 Cohort

TASP Designated Courses* Average Course Grade Comparison						
	Reading Skills II "C or better"			No Reading Skills II		
Grade	# Grades	Grade Points	GPA	# Grades	Grade Points	GPA
A	13	52		7	28	
B	53	159		15	45	
C	61	122		4	8	
D	8	8		1	1	
F	18	0		0	0	
Total	153	341	2.2	27	82	3.0
Criterion				Below criterion range (2.7 - 3.3)		

Source: ACC Student Database
*See course detail on page 12.

Developmental Education Effectiveness Measures (continued)

4.B2 DETAIL

Detail of TASP Guidelines Courses Average Course Grade Comparison:
Students Completing Reading Skills II and Students Not Taking Reading Skills II
FTIC Fall 1997 Cohort

American Literature I Average Course Grade Comparison						
	Reading Skills II "C or better"			No Reading Skills II		
Grade	# Grades	Grade Points	GPA	# Grades	Grade Points	GPA
A				7	28	
B	1	3		15	45	
C				4	8	
D				1	1	
F				0	0	
Total		3	3.0	27	82	3.0
Criterion				Within criterion range (2.7 - 3.3)		
US Government. Average Course Grade Comparison						
A	4	16		61	244	
B	13	39		103	309	
C	11	22		58	116	
D	2	2		15	15	
F	8	0		25	0	
Total	38	79	2.1	262	684	2.6
Criterion				Below criterion range (2.3 - 2.9)		
Texas State and Local Government. Average Course Grade Comparison						
A	5	20		46	184	
B	16	48		78	234	
C	12	24		50	100	
D	3	3		8	8	
F	3	0		14	0	
Total	39	95	2.4	196	526	2.7
Criterion				Within criterion range(2.4 - 3.0%)		
U. S. History I Average Course Grade Comparison						
A	2	8		62	248	
B	16	48		121	363	
C	24	48		92	184	
D	1	1		4	4	
F	6	0		24	0	
Total	49	105	2.1	303	799	2.6
Criterion				Below criterion range (2.3 - 2.9)		
U.S. History II Average Course Grade Comparison						
A	2	8		45	180	
B	7	21		81	243	
C	14	28		57	114	
D	2	2		5	5	
F	1	0		9	0	
Total	26	59	2.3	197	542	2.8
Criterion				Below criterion range (2.5 - 3.1)		

Source: ACC Student Database

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

4.C1 Students who successfully complete Developmental Mathematics will be successful in the next credit-level math course.

CRITERION

Based on data from the student database, at least 75% of students who complete Intermediate Algebra with a grade of "C" or better and then take College Algebra, Trigonometry, or Topics in Mathematics within two years will complete the credit-level course with a grade of "C" or better.

RESULTS

Of the 192 FTIC Fall 1997 students who completed Intermediate Algebra with a grade of "C" or better and afterward took College Algebra, Trigonometry, or Topics in Mathematics within two years, 153 (79.7%) completed the credit-level course (earned a grade of A, B, C, D, or F). Of those students, 132 (86.3%) earned a grade of "C" or better in the credit-level mathematics course .

DATA

Intermediate Algebra to Credit Course
Migration Success Rate
FTIC Fall 1997 Cohort

Credit-Level Course	Students Completing Intermediate Algebra with a "C" or Better and Taking Credit Course Thereafter	Students Completing Credit-Level Course	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
College Algebra	156	126	108	85.7%
Trigonometry	18	11	10	90.9%
Topics in Math	18	16	14	87.5%
Total	192	153	132	86.3%

Source: ACC Student Database

Developmental Education Effectiveness Measures (continued)

INTENDED OUTCOME

4.C2 Students who successfully complete Developmental Mathematics will be successful in the next credit-level course.

CRITERION

Based on data from the student database, average course grades of students who complete Intermediate Algebra with a grade of "C" or better and then take College Algebra, Trigonometry, or Topics in Mathematics within two years will be within ±0.3 grade points of the average course grades for all students taking these courses.

RESULTS

The average course grades for FTIC Fall 1997 students who completed Intermediate Algebra with a grade of "C" or better then took College Algebra (2.6), Trigonometry (2.5), or Topics in Mathematics (2.5) are within the criterion range of the average course grades for all other FTIC Fall 1997 students taking these courses.

DATA

College Algebra, Trigonometry, and Topics in Mathematics Average Course Grade Comparison: Students Completing Intermediate Algebra and Students Not Taking Intermediate Algebra FTIC Fall 1997 Cohort

College Algebra Average Course Grade Comparison						
	Intermediate Algebra "C or better"			No Intermediate Algebra		
Grade	Number students	grade points	avg. GPA	Number students	grade points	avg. GPA
A	33	132		46	184	
B	35	105		55	165	
C	40	80		55	110	
D	8	8		14	14	
F	10	0		26	0	
Total	126	325	2.6	196	473	2.4
Criterion				Within criterion range (2.1 -2.7)		
Trigonometry Average Course Grade Comparison						
A	2	8		11	44	
B	3	9		10	30	
C	5	10		7	14	
D	1	1		7	7	
F	0	0		3	0	
	11	28	2.5	38	95	2.5
Criterion				Within criterion range (2.2 - 2.8)		
Topics in Math Average Course Grade Comparison						
A	2	8		16	64	
B	6	18		23	69	
C	6	12		11	22	
D	2	2		1	1	
F	0	0		6	0	
	16	40	2.5	57	156	2.7
Criterion				Within criterion range (2.4 - 3.0)		

Source: ACC Student Database

Austin Community College
Effectiveness Update: Retention
Effectiveness Measures

Effectiveness Update

Retention Effectiveness Measures

PURPOSE

To provide consistent, campus-wide programs and services that increase the likelihood that students will remain in college and complete their degree or certificate program.

INTENDED OUTCOME

1A. First Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester will return the following spring semester (Fall-to-Spring Retention Rate).

CRITERION

Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in the fall semester who return the following spring semester will be higher than the state average.

RESULTS

Based on the THECB 1998 Annual Data Profile, the percentage of ACC's Fall 1996 FTIC degree-seeking students who returned in Spring 1997 (58.6%) is 7.3 percent below the statewide average return rate of 65.9% for that same time period. ACC's return rate is below the statewide return rate in the three categories of majors tracked by the THECB.

The same report for 1999 shows a greater percentage of ACC's Fall 1997 FTIC degree-seeking students returning; however, ACC's return rate (63.5%) was still below the statewide average return rate for the same time period, both overall (66.8%) and by each category of major.

DATA

First Time in College (FTIC) Cohort Fall to Spring Retention

	FTIC Fall 1996 Cohort			FTIC Fall 1997 Cohort			Change from Previous Year
	Fall 1996	Spring 1997	% Returned	Fall 1997	Spring 1998	% Returned	
ACC Total FTIC Students	3,714	2,177	58.6%	4,148	2,635	63.5%	+4.9%
Statewide Total FTIC Students	*94,025*	*62,009*	*65.9%*	*99,536*	*66,444*	*66.8%*	*+0.9%*
Difference			*-7.3%*			*-3.3%*	
ACC Technical Majors	700	407	58.1%	720	460	63.9%	+5.8%
Statewide Technical Majors	*25,362*	*16,132*	*63.6%*	*22,849*	*14,676*	*64.2%*	*+0.6%*
Difference			*-5.5%*			*-0.3%*	
ACC Tech-Prep Majors	200	118	59.0%	379	239	63.1%	+4.1%
Statewide Tech-Prep Majors	*10,228*	*6,878*	*67.2%*	*12,855*	*8,764*	*68.1%*	*+0.9%*
Difference			*-8.2%*			*-5.0%*	
ACC Academic Majors	2,814	1,652	58.7%	3,049	1,936	63.5%	+4.8%
Statewide Academic Majors	*58,435*	*38,999*	*66.7%*	*63,382*	*43,004*	*67.8%*	*+1.1%*
Difference			*-8.0%*			*4.3%*	

Source: THECB 1998 and 1999 Annual Data Profiles, Institutional and Statewide Summaries

Student Retention Effectiveness Measures (continued)

INTENDED OUTCOME

1B. There will be no significant differences between ACC and statewide average Fall-to-Spring retention rates for FTIC degree or certificate seeking students by demographic group.

CRITERION

Based on data from the THECB Annual Data Profile, for each demographic group, the percent of FTIC students enrolled in the fall semester who return the following spring semester will be within ±5% of their proportion statewide.

RESULTS

- Retention rates for all ACC FTIC Fall 1997 Cohort demographic groups increased over the Fall 1996 cohort.
- With the exception of Hispanic students, all ACC's FTIC Fall 1997 Cohort demographic groups were within the criterion range. The retention rate for Hispanic FTIC Fall 1997Cohort students was 2.6% below the criterion range.

DATA

First Time in College (FTIC) Cohort Fall to Spring Retention by Ethnicity

	FTIC Fall 1996 Cohort			FTIC Fall 1997 Cohort			Change from Previous Year
	Fall 1996	Spring 1997	% Returned	Fall 1997	Spring 1998	% Returned	
ACC White Students	2,502	1,469	**58.7%**	2,685	1,711	**63.7%**	+5.0%
Statewide White Students	*52,997*	*34,701*	*65.5%*	*57,447*	*38,134*	*66.4%*	*+0.9%*
Criterion	*below range (62.2% - 68.8%)*			*within range (63.1 - 69.7%)*			
ACC Black Students	224	110	**49.1%**	245	152	**62.0%**	+12.9%
Statewide Black Students	*9,354*	*5,683*	*60.8%*	*9,915*	*6,172*	*62.2%*	*+1.4%*
Criterion	*below range (57.7% - 63.8%)*			*within range (59.1% - 65.4%)*			
ACC Hispanic Students	763	452	**59.2%**	928	583	**62.8%**	+3.6%
Statewide Hispanic Students	*26,898*	*18,354*	*68.2%*	*27,179*	*18,708*	*68.8%*	*+0.6%*
Criterion	*below range (65.1% - 71.9%)*			*below range (65.4% - 72.3%)*			
ACC Other Students	225	146	**64.9%**	290	189	**65.1%**	+0.2%
Statewide Other Students	*4,776*	*3,271*	*68.5%*	*4,995*	*3,430*	*68.7%*	*+3.8%*
Criterion	within range (62.7% - 69.2%)			within range (63.4% - 70.1%)			
ACC Total Students	3,714	2,177	**58.6%**	4,148	2,635	**63.5%**	+4.9%
Statewide Total Students	*94,025*	*62,009*	*65.9%*	*99,536*	*66,444*	*66.8%*	*+0.9%*
Criterion	*below range (62.6% - 69.2%)*			*within range (63.5% - 70.1%)*			

Source: THECB 1998 and 1999 Annual Data Profile

BEST COPY AVAILABLE

Student Retention Effectiveness Measures *(continued)*

INTENDED OUTCOME

2A. Students enrolled at ACC in the fall semester will return the following fall semester (Fall-to-Fall Retention Rate).

CRITERION

Based on the THECB Student Migration Report, the percentage of ACC students enrolled in the fall semester who return the following fall semester will be higher than the state average.

RESULTS

ACC's fall-to-fall retention rate overall is higher than the statewide rate by .2 percent. The retention rate for students who have declared an academic major is lower than the statewide rate by .9 percent, and for students who have declared a vocational technical major the ACC rate is one percent higher than the statewide rate.

DATA

Fall 1996 to Fall 1997 Retention Rate Comparison:
ACC Students with Statewide Summary

	Enrolled Fall 1996	Enrolled Fall 1997	% Returned
ACC Total FTIC Students	25,174	9,816	39.0
Statewide Total FTIC Students	*415,184*	*161,145*	*38.8%*
Difference			*0.2%*
ACC Technical Majors	6,908	2,808	40.6%
Statewide Technical Majors	*148,921*	*58,965*	*39.6%*
Difference			*1.0%*
ACC Academic Majors	18,266	7,008	38.4%
Statewide Academic Majors	*172,792*	*67,969*	*39.3%*
Difference			*-0.9%*

Source: THECB *Student Migration Report, Fall 1996 - Fall 1997*

Student Retention Effectiveness Measures (continued)

INTENDED OUTCOME

2B. There will be no significant differences between ACC and statewide average fall-to-fall retention rates by demographic group.

CRITERION

Based on data from the THECB Student Migration Report, for each demographic group, the percent of ACC students enrolled in the fall semester who return the following fall semester will be within ±5% of their proportion statewide .

RESULTS

Based on data from the THECB *Student Migration Report, Fall 1996 to Fall 1997*, retention rates for White and Black ACC students are above their proportions statewide. The retention rate for Hispanic and Other ACC students were below their statewide proportions.

DATA

Retention Rates by Ethnicity: Fall 1996 - Fall 1997

	Enrolled Fall 1996	Returned Fall 1997	% Returned
ACC White Students	17,159	6,527	**38.0%**
Statewide White Students	*238,499*	*87,369*	*36.6%*
Criterion	*within criterion range (34.8% - 38.4%)*		
ACC Black Students	1,461	544	**37.2%**
Statewide Black Students	*42,497*	*14,919*	*35.1%*
Criterion	*above criterion range (33.3% - 36.9%)*		
ACC Hispanic Students	4,633	1,936	**41.8%**
Statewide Hispanic Students	*110,652*	*49,043*	*44.3%*
Criterion	*below criterion range (42.1% - 46.5%)*		
ACC Other Students	1,921	809	**42.1%**
Statewide Other Students	*23,536*	*9,814*	*41.7%*
Criterion	*within criterion range (39.6% - 43.8%)*		
ACC Total Students	25,174	9,816	**39.0%**
Statewide Total Students	*415,184*	*161,145*	*38.8%*
Criterion	*within criterion range 36.9% - 40.74%)*		

Source: THECB *Student Migration Report, Fall 1996 - Fall 1997*

BEST COPY AVAILABLE

Student Retention Effectiveness Measures *(continued)*

INTENDED OUTCOME

3A. FTIC degree/certificate seeking students will complete their degree/certificate within three years.

CRITERION

Based on data provided by the THECB, the three year completion rates of FTIC degree-seeking students will be higher than the state average.

RESULTS

ACC has not met this criterion. As of Fall 1997, the percentage of all Fall 1994 FTIC students who graduated from ACC within three years of their first enrollment was 4.3 percent below the statewide rate; for students declaring Academic majors, 3.5 percent below the state rate; and for students declaring Technical majors, 4.8 percent below the state rate.

As of Fall 1997, the percentage of all Fall 1995 FTIC students who graduated from ACC within three years of their first enrollment was 5.0 percent below the statewide rate; for students declaring Academic majors, 4.2 percent below the state rate; and for students declaring Technical majors, 4.6 percent below the state rate.

DATA

First Time in College (FTIC) Cohort Graduation Rates

	Fall 1994 FTIC Cohort				Fall 1995 FTIC Cohort				
	FTIC Students	Transferred/ Still Enrolled Fall 1997	Graduated Within 3 Years	% Graduating	FTIC Cohort Students	Transferred/ Still Enrolled Fall 1998	Graduated Within 3 Years	% Graduating	Change from Previous Year
Total Cohort									
ACC	4,168	1,809	152	**3.7%**	1,382	1,909	134	**3.1%**	-0.6%
Statewide	89,668	38,516	7,152	8.0%	93,100	41,031	7,568	8.1%	0.1%
Difference				-4.3%				-5.0%	
Academic Majors									
ACC	2,750	1,339	43	**1.6%**	3,156	1,520	34	**1.1%**	-0.5%
Statewide	54,535	27,587	2,766	5.1%	58,018	30,151	3,065	5.3%	0.2%
Difference				-3.5%				-4.2%	
Technical Majors									
ACC	1,418	470	109	**7.7%**	1,226	389	100	**8.2%**	0.5%
Statewide	35,133	10,929	4,386	12.5%	35,082	10,880	4,503	12.8%	0.3%
Difference				-4.8%				-4.6%	

Source: THECB 1998 and 1999 Annual Data Profile Institutional and Statewide Summaries

Student Retention Effectiveness Measures (continued)

INTENDED OUTCOME

3B. There will be no significant difference between ACC and statewide degree or certificate completion rates of FTIC students by demographic group.

CRITERION

Based on data provided by the THECB, for each demographic group, the percent of FTIC students who complete a degree or certificate will be within ±5% of their proportion statewide.

RESULTS

ACC has not met this criterion for any ethnic group of either the Fall 1994 FTIC cohort students or for the Fall 1995 FTIC cohort students.

DATA

FTIC Cohort Completion Rates by Ethnicity

	Fall 1994 FTIC Cohort				Fall 1995 FTIC Cohort				
	FTIC Students	Transferred/ Still Enrolled Fall 1997	Graduated Within 3 Years	% Graduating	FTIC Cohort Students	Transferred/ Still Enrolled Fall 1998	Graduated Within 3 Years	% Graduating	Change from Previous Year
White Students									
ACC	2,751	1,231	106	**7.0%**	2,885	1,342	98	**6.4%**	-0.6%
Statewide	51,603	23,706	4,599	16.5%	53,647	25459	4862	17.2%	0.7%
Criterion	below criterion range (15.7% - 17.3%)				below criterion range (16.4% - 18.1%)				
Black Students									
ACC	264	76	12	**6.4%**	258	72	8	**4.3%**	-2.1%
Statewide	9,016	2,915	611	10.0%	9,263	3111	691	11.2%	1.2%
Criterion	below criterion range (9.5%- 10.5%)				below criterion range (10.7% - 11.8%)				
Hispanic Students									
ACC	833	327	22	**4.3%**	894	311	16	**2.7%**	-1.6%
Statewide	24,547	9,648	1,729	11.6%	25,487	10,050	1,765	11.4%	-0.2%
Criterion	below criterion range (11.0% - 12.2%)				below criterion range (10.9% - 12.0%)				
Other Ethnic Groups Students									
ACC	320	175	12	**8.3%**	345	184	12	**7.5%**	-0.8%
Statewide	4,502	2,247	213	9.4%	4,703	2,411	250	10.9%	1.5%
Criterion	below criterion range (9.0% - 9.9%)				below criterion range (10.4% - 11.5%)				
Total Cohort Students									
ACC	4,168	1,809	152	**6.4%**	4,382	1,909	134	**5.4%**	-1.0%
Statewide	89,668	38,516	7,152	14.0%	93,100	41,031	7,568	14.5%	0.5%
Criterion	below criterion range (13.3% - 14.7%)				below criterion range (13.8% - 15.3%)				

Source: THECB *1998 and 1999 Annual Data Profile*

Austin Community College
Effectiveness Update: Student Services Measures

Effectiveness Update

Student Services Effectiveness Measures

PURPOSE

To provide exemplary programs that support the teaching/learning process and to increase opportunities for students to define and reach their educational and career goals.

INTENDED OUTCOME

1. The unduplicated headcount enrollment of ACC will reflect the diversity of the population the College serves.

CRITERION

Based on THECB demographic data on the service area college age population and the fall unduplicated headcount enrollment of ACC students, the percent of ACC students from each demographic group will be within ±5% of their proportion in the service area college age population.

RESULTS

Of the fall 1999 headcount, the percent of white (65.8%) and hispanic (19.8%) ACC students was within ±5% of their proportion (68.5% and 20.3% respectively) in the service area college age population.

DATA

Comparison of ACC Fall 1998 Headcount to 1998 Service Area Population Proportions

Ethnicity	1999 Service Area College Age (15-40 and up) Population		ACC Fall 1998 Headcount		Criteria
	N	%	N	%	±5%
White	605,231	68.5%	17,059	65.8%	within
Black	71,316	8.1%	1,649	6.4%	below
Hispanic	178,902	20.3%	5,122	19.8%	within
Other	27,975	3.2%	2,095	8.1%	above
Total	833,424	100.0%	25,925	100.0%	

Source: THECB Population and Projections by County
ACC Datetel Syetem, uncertified headcount data as of 12/13/99, furnished by Annette Grandy

INTENDED OUTCOME

2. The applicants who register and attend ACC will reflect the demographics of the applicant pool.

CRITERION

Based on demographic data from the yearly applicant pool and the annual headcount enrollment of first time at ACC students, at least 75% of each demographic group represented in the applicant pool will actually enroll.

RESULTS

DATA

Comparison of Fiscal Year 1998 First Time Applicants with
Fiscal Year 1998 First Time Applicants Who Actually Enrolled

Ethnic Group	First Time Applicants		First Time Applicants Who Actually Enrolled			**Criteria**
	N	%	N	% of all applicants	% of applicants who enrolled	
White						
Black						
Hispanic						
Other						

Source: ACC SIRS Student Database Produced by Greg Black 10/22/98

INTENDED OUTCOME

3. ACC will provide financial aid opportunities to students who demonstrate the most need.

MEASURE

At least 50% of the students who receive Pell Grants will have an Expected Family Contribution (EFC) of zero (0).

CRITERION

Based on the Federal Pell Grant Program Student Payment Summary, 50% of students receiving Pell grants will have an Expected Family Contribution of zero.

RESULTS

For academic year 1998-99, forty-eight and seven tenths percent of ACC students receiving Pell Grant monies had an Expected Family Contirbution of zero.

DATA

Pell Grant Program
Expected Family Contribution Statistics
1998 - 1999

Expected Family Contribution	Active Student Records	Percent
0	1735	48.7%
1 - 100	97	2.7%
101 - 500	308	8.6%
501 - 900	344	9.6%
901 - 1300	315	8.8%
1301 and above	768	21.5%
Total	3567	99.9%

Source: Federal Pell Grant Program Student Payment Summary, December 20, 1999

INTENDED OUTCOME

4. The College will maintain a loan default rate 5% below the maximum threshold required by law.

CRITERION

Based on the Department of Education's Default Management Division's Annual Report to ACC, ACC's loan default rate will be at least 5% less than the federally defined maximum threshold (25.0%).

RESULTS

For each of the three previous fiscal years, the loan default rate for ACC students was below the federally defined maximum threshold of 25.5%. For Fiscal Year (FY) 95, the default rate was 14.9 percent, for FY 96, the default rate was 17.6 percent, and for FY 97 the default rate was 14.6 percent.

DATA

OFFICIAL Cohort Default Rates
for Schools with 30 or More Borrowers Entering Repayment in FY 199

Fiscal Year	Number of Borrowers in Repayment	Number of Borrowers in Default	Official Cohort Default Rate
1995	1,599	239	14.9%
1996	1,661	292	17.6%
1997	1,614	236	14.6%

Source: United States Department of Education, November, 1998